RESOURCES FOR TEACHERS TO INCORPORATE PUBLIC SPEAKING IN THE CLASSROOM

**COMMON CORE – SPEAKING & LISTENING – STANDARD 4**

Grades 9 & 10

*Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

Grades 11 & 12

*Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.*

* Outlines help organize a message that the audience can understand by visually showing the balance and proportion of a speech.
* Outlines can help you deliver clear meanings by serving as the foundation for speaking notes you will use during your presentation.

**SPEECH OUTLINE**

Speech purpose: In one sentence, the speaker should identify for the audience the topic of the speech and whether he/she is intending to inform, persuade, or entertain the audience about this topic.

I. Introduction

A. Attention-Getting Remark – A story, example, question, or interesting fact that is

linked to the topic to which the audience may easily relate.

B. Thesis Statement – Explains the main argument or reason for giving the speech.

C. Preview Statement – Identifies the main points which will be explained in detail

later in the speech.

II. Body

A. First Main Point – First argument which reinforces the thesis statement.

1. Supporting Point #1 – specific evidence for first main point

2. Supporting Point #2 – specific evidence for first main point

B. Second Main Point – Second argument which reinforces the thesis statement

1. Supporting Point #1 – specific evidence for second main point

2. Supporting Point #1 – specific evidence for second main point

C. Third Main Point – Third argument which reinforces the thesis statement

1. Supporting Point #1 – specific evidence for third main point

2. Supporting Point #1 – specific evidence for third main point

III. Conclusion

A. Restate the main points identified in the body of the speech.

B. Bring you message “full circle” and create a psychologically satisfying closure.

**COMMON CORE – SPEAKING & LISTENING – STANDARD 5**

Grades 9 – 12

*Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.*

* Presentation aids should help audiences more thoroughly understand a speaker’s basic message.
* There are four basic reasons to use presentation aids. First, they increase audience understanding of a speaker’s message. Second, they help audiences retain and recall a speaker’s message after the fact. Third, they make a speech more interesting by adding variety. Lastly, by making a speaker’s overall speech more polished, presentation aids can increase an audience’s perception of the speaker’s credibility.
* Presentation aids help an audience more clearly understand a speaker’s message in two ways: they help clarify and they help emphasize. Presentation aids can help the audience to understand complex ideas or processes and can also show which ideas are most important in the speech.

**AUDIO AND VIDEO CLIPS**

Audio and video clips during a speech are supposed to be aids to your speech, not be the speech itself! In addition, be sure to avoid these three mistakes that speakers often make when using audio and video clips:

1. Avoid choosing clips that are too long for the overall length of the speech. If you are giving a five-minute speech, then any audio or video clip you use should be under *thirty seconds* in length.
2. Don’t fail to practice with the audio or video equipment prior to speaking. If you are unfamiliar with the equipment, you’ll look foolish trying to figure out how it works.
3. Don’t fail to cue the clip to the appropriate place prior to beginning your speech. You need to make sure your clip is ready to go before you start speaking.

**TIPS FOR USING PRESENTATION AIDS**

Your presentation aids should not represent every idea in your speech. Whatever presentation aids you choose to use, they should fulfill one or more function:

* to clarify or emphasize a point
* to enhance retention and recall of your message
* to add variety and interest to your speech
* to enhance your credibility as a speaker

1. The font on a slide must be large enough for everyone in the room to easily read it.

2. Don’t write everything out. Do not try to put too much information on a slide. Avoid complete sentences on a slide unless you need to display a very important direct quotation.

3. Slide color is very important and can definitely make a strong impact on an audience.   Never use a light font color (like yellow) on a solid white background because it’s hard for the eye to read.

4. Too much movement on slides can actually distract audience members.   If you’re going to utilize slide transitions or word animation, stick to only three or four different types of transitions in your whole presentation. Furthermore, do not have more than one type of movement on a given slide.

*\*\*Always practice with your presentation aids, and be prepared for unexpected problems.*

**COMMON CORE – SPEAKING & LISTENING – STANDARD 6**

Grades 9 – 12

*Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.*

* Using appropriate language means that a speaker’s language is suitable or fitting for themselves, as the speaker; our audience; the speaking context; and the speech itself.
* Vivid language helps listeners create mental images. It involves both imagery (e.g., concreteness, simile, and metaphor) and rhythm (e.g., parallelism, repetition, alliteration, and assonance).
* Using familiar language is important for a speaker because familiar language will make a speaker more comfortable, which will improve audience perceptions of the speech.

**Twelve Ways Oral and Written Language Differ**

1. Oral language has a smaller variety of words.
2. Oral language has words with fewer syllables.
3. Oral language has shorter sentences.
4. Oral language has more self-reference words (*I*, *me*, *mine*).
5. Oral language has fewer quantifying terms or precise numerical words.
6. Oral language has more pseudo-quantifying terms (*many*, *few*, *some*).
7. Oral language has more extreme and superlative words (*none*, *all*, *every*, *always*, *never*).
8. Oral language has more qualifying statements (clauses beginning with *unless* and *except*).
9. Oral language has more repetition of words and syllables.
10. Oral language uses more contractions.
11. Oral language has more interjections (“Wow!,” “Really?,” “No!,” “You’re kidding!”).
12. Oral language has more colloquial and nonstandard words.

*\*\*When public speakers prepare their speeches, they need to make sure that their speeches contain clear language, use as few words as possible to get their point across, avoid obscenity, be careful with obscure language/jargon, use powerful language, and include variety.*

Powerful and Powerless Language

| **Language Strategy** | **Definition** | **Example** |
| --- | --- | --- |
| ***Powerful Language*** | | |
| **Direct Requests** | Asking the audience to engage in a specific behavior. | “At the conclusion of today’s speech, I want you to go out and buy a bottle of hand sanitizer and start using it to protect your life.” |
| **Bargaining** | An agreement that affects both parties of a situation. | “If you vote for me, I promise to make sure that our schools get the funding they so desperately need.” |
| **Ingratiation** | Attempting to bring oneself into the favor or good graces of an audience. | “Because you are all smart and talented people, I know that you will see why we need to cut government spending.” |
| ***Powerless Language*** | | |
| **Hesitations** | Language that makes the speaker sound unprepared or uncertain. | “Well, as best I was able to find out, or I should say, from what little material I was able to dig up, I kind of think that this is a pretty interesting topic.” |
| **Intensifiers** | Overemphasizing all aspects of the speech. | “Great! Fantastic! This topic is absolutely amazing and fabulous!” |
| **Disqualifiers** | Attempts to downplay one’s qualifications and competence about a specific topic. | “I’m not really an expert on this topic, and I’m not very good at doing research, but here goes nothing.” |
| **Tag Questions** | A question added to the end of a phrase seeking the audience’s consent for what was said. | “This is a very important behavior, isn’t it?” or “You really should do this, don’t you think?” |
| **Self-Critical Statements** | Downplaying one’s own abilities and making one’s lack of confidence public. | “I have to tell you that I’m not a great public speaker, but I’ll go ahead and give it a try.” |
| **Hedges** | Modifiers used to indicate that one isn’t completely sure of the statement just made. | “I really believe this may be true, sort of.” “Maybe my conclusion is a good idea. Possibly not.” |
| **Verbal Surrogates** | Utterances used to fill space while speaking; filler words. | “I was, like, err, going to, uhhh, say something, um, important, like, about this.” |

WHAT IS GOOD DELIVERY?

1. **Conversational style** and **quality** is a speaker’s ability to sound expressive and to be perceived by the audience as natural. Avoid having your presentation come across as overly exaggerated. The presentation should sound spontaneous; not robotic.

2. Good **vocalic technique** is best achieved by facing the audience with your chin up and your eyes away from your notecards and by setting your voice at a moderate speed. Effective use of vocalics also means that you make use of appropriate pitch, pauses, vocal variety, and correct pronunciation.

* Speakers need to speak loudly enough to be heard by everyone in the audience.
* Varying rapid and slower rates within a single speech can emphasize main points and keep audiences interested.
* Use pitch inflections to make your delivery more interesting and emphatic.

Speakers who don’t change their pitch at all while speaking is called being monotone.

3. Proper **pronunciation** and **articulation** can prevent anxiety in the audience.

4.  Avoid the use of **verbal pauses** or “filler” words used for actual words (*like,* er, um, uh, etc.).

5. When you stand up straight, you communicate to your audience, without saying a word, that you hold a position of power.

6. Sustained **eye contact** with the audience is one of the most important tools toward effective delivery. It is not simply a sign of sincerity, a sign of being well-prepared and knowledgeable, or a sign of confidence; it also has the power to convey meanings. Rehearsing a presentation in front of a few friends should help to develop the ability to maintain eye contact with the audience while referring to notes. When giving a speech that is well prepared and well-rehearsed, the speaker will only need to look at his notes occasionally.

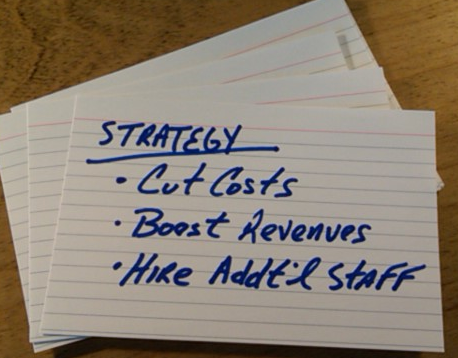
7. **Gestures** should be neither overdramatic nor subdued. The well-placed use of simple, natural gestures to indicate emphasis, direction, size is usually effective. Normally, a gesture with one hand is enough. Rather than trying to have a gesture for every sentence, use just a few well-planned gestures.

8. Natural **facial expression** can be used to enhance meaning. The goal is to show a variety of appropriate facial expressions while speaking.

USING NOTE CARD EFFECTIVELY

Well-prepared cards are more gracefully handled than sheets of paper, and they don’t rattle if your hands tremble from nervousness.

* Your cards should include key words and phrases, not full sentences. One exception to the key word guideline would be an extended or highly technical quotation from an authoritative source.
* The “trick” to selecting the words to write on your cards is to identify the keywords that will trigger a recall sequence.
* Write in large letters. You should be able to read something on your card by glancing at it.
* Under no circumstances should you ever attempt to put your entire speech on cards in little tiny writing. You will end up reading words to your audience instead of telling them your meaning.



Works Cited

Wrench, Jason S., et al. *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*. v. 1.0 ed. *FlatWorld Knowledge*. N.p., Oct. 2011. Web. 7 Aug. 2012. <http://catalog.flatworldknowledge.com///‌>.